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News Items from the School of Education of the University of Chicago

SUMMER COURSES IN HOME ECONOMICS

The home economics courses for the Summer Quarter of 1922 are planned to meet the needs of teachers and supervisors and those expecting to engage in other activities in the field of home economics. There are several courses in methods of teaching which discuss the choice of subject-matter, methods of presentation, available textbooks, and the educational status of the subject. The discussions of the supervisor's problems include reports of the results of tests and other educational researches as applied to home economics.

The numerous recent developments in home economics are given large recognition in various special courses. For example, home management is emphasized by discussions of such problems as the economic value of women's home labor and by practical work on the efficiency of household equipment. Household art courses include garment construction, millinery, costume design, elementary and advanced textiles, the buying of textiles, and interior decoration. In food and nutrition, the work offered ranges from food preparation to advanced laboratory courses, reading courses, and research courses in food chemistry and nutrition.

Interest in training for health teaching brings to the University for the third summer a group of underweight children to serve as a demonstration child health class. Two courses are closely related to the work with these children, namely, Nutrition Classes for Children and Nutrition in the Public School Program. The latter is planned especially for superintendents, principals, and grade teachers.

The needs of the school lunch manager are considered in the courses in institution cooking, management, and equipment, all using the cafeterias of the University as laboratories.

All of the regular members of the Faculty will be in residence. In addition, there will be a number of visiting instructors. Among the latter are Regina Friant, formerly Smith-Hughes supervisor in Missouri (*Methods of Teaching Food and Nutrition, and Home Management*); Dr. Ruth McGuire, Chicago Lying-In Hospital Dispensary (*Child Care*); Pearle Ruby, Kansas State Agricultural College (*Nutrition*); Mrs. Vera H. Loewen, wholesale milliner of Chicago (*Millinery*); Eleanor Davis, Simmons College (*Clothing*); Mrs. Mary Supple, Lewis Institute (*Advanced Textiles*); and Lillian Stevenson, University of Iowa (*Experimental Cooking*).

AN ANALYSIS OF GENERAL SCIENCE TEXTS

The subject of general science is so broad and comprehensive that it has been difficult to say just what should be included in a one-year course. Naturally the subject-matter chosen depends on the aims to be attained in teaching the subject. As long as these aims are not clearly defined, one of the most fruitful investigations is a comparative analysis of the textbooks in current use in this subject. Such an analysis was recently made by Orlando E. Overn, A.M., instructor in the Anaconda (Montana) High School.

Twelve textbooks were included in the study, embracing all of the texts in common use. Each book was carefully analyzed, divided into topics and subtopics, and the number of pages devoted to each topic recorded. The main topics were then classified under the four general heads of physics, chemistry, biology, and earth science, and tabulated with their subdivisions.

The topic given most prominence in the twelve books as a whole was found to be the subject of mechanics. Other topics in the order of importance are: weather and climate, plants, food and nutrition, bacteriology, heat, water (uses and supply), light, electricity, and combustion. These are the ten main topics treated in the twelve books examined. Ten others have been listed, but none of them were given much prominence except in a few texts. Thus, Snyder's text gives undue prominence to the subject of erosion, rocks, and topography; Hessler's, to the human body; and Trafton's, to the lower animals.